

1986

Programs for Higher Education 1986-87 Catalog

Nova University

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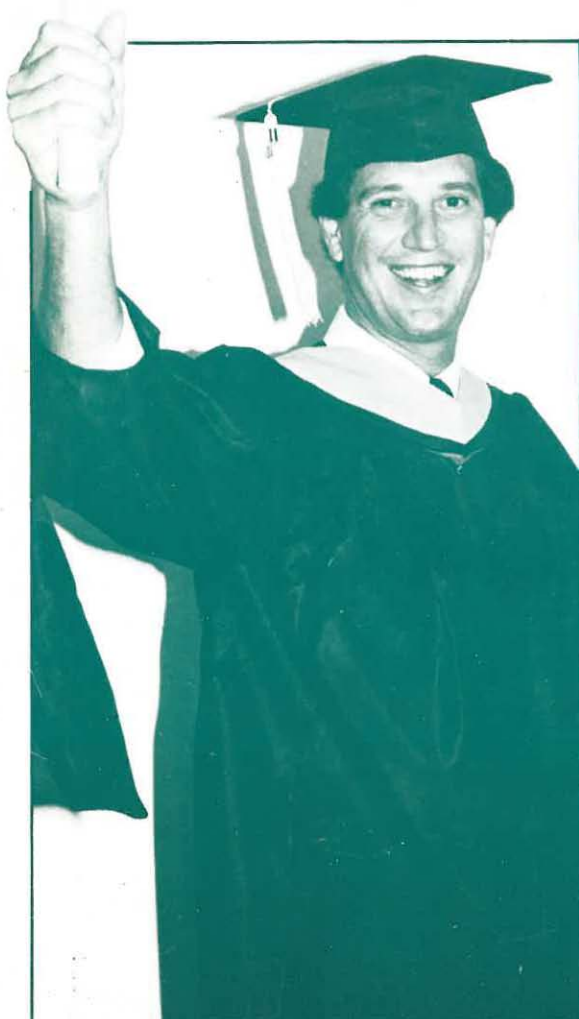
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 NOVA UNIVERSITY

Programs for Higher Education

Center for the Advancement of Education

1986-87 Catalog



Programs for Higher Education

Center for the Advancement of
Education

1986-87 Catalog

Policies and programs set forth herein are effective through June 30, 1987. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees.

Nova University admits students of any race, color, and national or ethnic origin.

Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality while it is meeting these needs.

Abraham S. Fischler
President, Nova University



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Programs for Higher Education

The Programs for Higher Education at Nova University provide a field-based Doctor of Education (Ed.D.) degree to practitioners working in higher education, vocational education, or adult education (including business, industrial, and military training programs). The program provides regionally accredited degree programs for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, independent study, and applied research into an integrated program of study.

PHILOSOPHY AND MISSION

Each of the specializations offered by the Programs for Higher Education embodies a commitment to provide quality education. This commitment stems from the goal to improve skills related to rational-decision-making in educational programs and systems. The overall goal of the programs is to make a positive impact on education by influencing those responsible for its administration and delivery.

The field-based delivery system was developed as the most appropriate means for offering the specializations. The field-based delivery system is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force for an extended period of time the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

The students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and independent study. Because of their status as practitioners, they have the opportunity (and are

required) to submit to the test of reality newly acquired knowledge and competencies, through direct application within their own institutions or organizations.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the Doctor of Education degree offered by the Programs for Higher Education, it is a condition of earning the degree.

DOCTOR OF EDUCATION

CLUSTERS In the Programs for Higher Education, the cluster replaces the campus. All students are organized into groups called local or regional clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova University. Cluster coordinators are responsible for managing the business affairs of a local cluster such as operating funds, meeting facilities, cluster library, student records, etc., and for serving as a liaison between cluster members, the national lecturers, and the Programs for Higher Education. Cluster coordinators also render academic assistance to students. All cluster coordinators are professional educators with earned doctorates.

LOCAL CLUSTERS During the first two nine-month academic years, for local clusters, formal instruction covers five of seven required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for core seminar meetings. The cluster coordinators coordinate these activities with the national lecturers and the students.

Members of a local cluster are generally from the same geographic area and may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually gel into closely-knit social-educational-professional groups that students often find sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster.

A local cluster may form almost anywhere there is enough interest. Generally, 20 or more students are needed to form a cluster. Clusters are now operating throughout the United States.



An informal study session at a cluster site

REGIONAL CLUSTERS Regional clusters were developed specifically for those students who, because of location or employment considerations, are unable to participate in local clusters programs. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.

Regional clusters employ a combination of field-based delivery, independent study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an introductory meeting in the winter of 1987, one regional cluster meeting is scheduled the next year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida, from July 13 through July 24, 1987. The summer institute will be held in Tucson, Arizona, from July 26 through August 1, 1987.

Regional clusters are currently being planned for Atlanta; Birmingham; Boston; Chicago; Denver; Miami; St. Louis; Seattle; Hong Kong; Frankfurt, Germany; and London, England.

ADMISSIONS Admission to the program requires a master's degree from an accredited institution, current full-time employment in a job related to the applicant's area of specialization, and three recommendations from senior academic or administrative personnel in the applicant's place of employment. The recommendations are to be written on forms provided by the Programs for Higher Education. An interview with a central staff member or some other representative of the programs is also required.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, the recommendations, and a portfolio. Applications are received and considered anytime during the year. Specific criteria for admission are as follows:

LEADERSHIP IN ADULT EDUCATION--A person employed full-time in adult education (e.g., training or educational programs in business, industry or military, postsecondary educational programs not awarding college credit, basic adult education programs).

HIGHER EDUCATION--A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college, or university).

VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION--A faculty member or administrator employed full time in vocational, technical, or occupational education.

If an applicant meets all requirements and has submitted all required credentials, final admission to the program is dependent upon the formation of a cluster within the applicant's geographic area. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster can be formed and merged into the schedule. Students are notified by their coordinator regarding enrollment and registration.

Application materials and other information may be obtained from the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling (305) 475-7380.

Financial Information

FEES AND TUITION An application fee of \$30 must be submitted with an application. The following tuition and fees are effective October 1, 1986:

Tuition for 1986-87 academic year is \$3,500 (four partial payments of \$875 each).

No tuition increase is anticipated for the 1987-88 academic year. However, should an increase occur it would be no more than ten percent.

Tuition beyond the third year is \$450 per three month term. Students who enroll and pay tuition beyond the third year will receive a refund of \$250 if they complete their work within the first month of the term.

Attendance at two summer institutes is required for graduation. While there is no additional fee for the summer institutes, students must be currently enrolled and pay their own transportation and living expenses. (Hotel rooms are available at special convention rates.)

Upon meeting graduation requirements, each student must pay a major applied research project fee of \$25. Additional fees include a late payment fee of \$50 for those students not meeting a tuition payment deadline. There is also a readmission fee of \$10 for those who withdraw and then re-enter the program. Students reentering are subject to the prevailing tuition rate.

REFUNDS A student paying tuition prior to the start of a seminar and notifying the Admissions Office in writing of withdrawal from the program before the first seminar meeting, will be entitled to a full refund of all monies paid, with the exception of the \$30 nonrefundable application fee. A student attending any part of a seminar is liable for the full tuition and fees for that term.

If a cluster fails to form in the applicant's geographic area, all monies will be returned.

WITHDRAWAL Students who wish to withdraw from the program, either temporarily or permanently, must inform the Admissions Office in writing to be eligible for allowable refunds. Students who give written notice of their intent to withdraw prior

to the first meeting of a seminar will not be assessed for that or subsequent terms until they are readmitted.

Some seminars are offered only once at a particular site. Students are advised that failure to attend a seminar when it is offered at their cluster site may create some difficulties in making up the missed seminar at a later date. For this reason, students are urged to maintain continuous enrollment during the seminar portion of the program.

READMISSION Individuals on withdrawal who wish to be readmitted must complete a readmission form and be approved for readmission by the Admissions Committee of the Programs for Higher Education.

FINANCIAL AID Nova University maintains an Office of Student Financial Planning and Resources to assist students in meeting educational expenses. Aid programs open to the Programs for Higher Education students include National Direct Student Loans, Plus Loans and State or Federal Guaranteed Student Loans. Information regarding Veterans' benefits is available through the Office of the Registrar.

GRADUATE FELLOWSHIPS Two graduate fellowship positions are available in the Programs for Higher Education.

The purpose of offering these fellowships is (1) to make it possible for a student to come to the campus and gain the experience of working in the Programs for Higher Education; (2) to attend seminars with the South Florida Cluster that meets on the Nova campus; (3) to engage in practicums and a MARP that will be of value to the Programs for Higher Education.

The stipend for each of these fellowships is \$17,000.00. Graduate fellowships are available for one year and housing is available in the area or on the Nova campus. Tuition and summer institute expenses are paid for by the Programs for Higher Education.

To be considered for a graduate fellowship, a letter of intent and vita must be submitted to the Director, Programs for Higher Education.

STUDENT CONDUCT AND RIGHTS Students are expected to comply with the legal and ethical standards of Nova University and the Programs for Higher Education. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the



Students in one of the seminar meetings

University, and forging or altering University documents or academic credentials.

Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is contained in the Policies and Procedures Manual and is available from the Programs for Higher Education.

Seminar Descriptions

Students must attend and pass seven seminars. Five of these are "core" seminars, and are required of all students regardless of specialization. Two seminars are "specialization" seminars and are taken only by those enrolled for that specialization. Core seminars are offered at the cluster site and specialization seminars are delivered in conjunction with the summer institutes.

CORE SEMINARS

ECD 8003 - CURRICULUM AND PROGRAM PLANNING.

This seminar is designed to familiarize the student with the various theories, principles, and practices related to instructional content and delivery. It includes the study of philosophical and ideological bases of curriculum theory, curriculum change and development, organization of learning experiences, contemporary theories of curriculum, and evaluation of instructional programs. In addition, other topics related to curriculum are studied. Such topics include: human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

ECD 8007 - GOVERNANCE AND MANAGEMENT. This seminar covers theories, models, and processes in the management of educational organizations or programs. General theories of organization and management principles are presented. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision making, organizational structure, strategic planning, marketing, decision-making systems, problem analysis/problem finding, and creativity in management and governance.

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION. This seminar covers the principles of applied research and evaluation including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social sciences. Specifically, this seminar leads to the development of competencies in the identification of

researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

ECD 8016 - LEARNING THEORY AND APPLICATIONS.

This seminar covers three broad areas related to learning theory and applications. The first area is basic theories of learning, including the stimulus-response tradition, the cognitive approach (Gestalt psychology, purposive behaviorism, etc.), and Skinnerian behaviorism. The second area covers the management of learning, including transfer of learning, massed vs. distributed learning, the role of reward and punishment, the relationship between personality development and learning, and the adult learner. The third area is concerned with learning as applied in various educational/instructional settings and focuses on the assessment of learning and the development of alternate strategies to facilitate learning.

ECD 8021 - SOCIETAL FACTORS AFFECTING

EDUCATION. This seminar explores the forces in society that affect lifelong education including (1) the nature of social systems (organizations, communities, states, nations) structures, norms, values, leadership, relationships, quality of life, dynamics of maintenance and change, control, roles, conflicts, and characteristics of learning environments, (2) social trends and their impact on education including the knowledge explosion, technological change, changing population patterns, value shifts, changes in family life, changes in the world of work, and changes in interinstitutional relationships, and (3) planning for the future including theories of change, strategies for intervention, the role of the change agent, the art of forecasting, organization renewal, and the role of education in societal change.

SPECIALIZATION SEMINARS--LEADERSHIP IN ADULT EDUCATION

EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF

ADULT EDUCATION. The broad goal of this seminar is to provide students with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal. By vertical perspective is meant the ability to see the present situation in the light of past developments and future trends--to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to

see one's role in a particular institution in the context of all the roles in all institutions as they exist now--to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society, (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

EAD 8006 - THEORY AND METHODS OF ADULT EDUCATION. In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.

SPECIALIZATION SEMINARS--HIGHER EDUCATION

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION. This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are examined and the role each plays in higher education is identified and analyzed.

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA. The areas of study in this seminar are the historical and philosophical roots of higher education; the Medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late twentieth century. Also, the critics of higher education and their impact thereon are explored.



A national lecturer making a point

SPECIALIZATION SEMINARS--VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT. This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered. The emphasis is on the organization of the future.

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA. This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, and government; and the economics of VTO education.

PRACTICUMS Practicums are applied research projects that are designed to promote the solution to current problems in the students' institution. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar. Students are encouraged, however, to complete practicums that relate to both of their specialization seminars. Students receive four semester hours credit for each practicum passed.

Practicums promote the translation of theory into practice by requiring students to relate the theory of seminars to problems or projects in their institutions or organizations. The goal of the practicums is not the creation of new knowledge (though this may occur), but the formulation, and ideally, the implementation of a plan of action that will lead to some improvement in the institution or organization. Practicums provide experience in designing and conducting applied research projects. Students are assisted in this process by such individuals as cluster coordinators, local research associates, central staff reviewers, and practicum evaluators.

MAJOR APPLIED RESEARCH PROJECT The major applied research project (MARP) is the capstone of doctoral study. MARPs are much like practicums, only much more ambitious and rigorous. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered.

MARPs involve the application of research to actual problems and issues in education. Since the program stresses experiences that contribute to the professional improvement of the students and the MARP year is the capstone of those experiences, the nature of the projects undertaken should be potentially useful in professional situations, most likely in the institutions or organizations in which students are employed.

Students are guided and assisted throughout the MARP process by three-member MARP committees that consist of a MARP advisor, a local committee member, and a central staff committee member. Students will be assigned to MARP advisors when six seminars and four practicums have been passed.

SUMMER INSTITUTE Each student must attend two summer institutes. Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from all across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Since 1977 an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others new, innovative, or in some way unique projects that they have successfully undertaken. In this way, the problems and concerns of those in the "front lines" of education are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

GRADING SYSTEM Students who enroll in the Programs for Higher Education receive grades of PASS, NO PASS, and INCOMPLETE for seminars. Grades of PASS, NO PASS, and UNACCEPTABLE are assigned for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar. Practicum grades are assigned by practicum evaluators.

A PASS indicates the student has satisfied the requirements for a seminar or practicum.

An INCOMPLETE for a seminar indicates the student has failed to complete the seminar requirements and as a result of a discussion with the national lecturer, it is reasonable to expect that the student will be able to complete the requirements of the seminar. An INCOMPLETE must be made up by the date stipulated in the Policies and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates the following: the student (1) did not meet the attendance requirements, or (2) has attempted to satisfy all requirements in the seminar but because of the quality of the assignment has failed to do so, or (3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving a NO PASS must repeat the seminar.



A concurrent session at one of the summer institutes

A grade of **UNACCEPTABLE** means the practicum needs revision. When a practicum receives an **UNACCEPTABLE** on the second revision, a **NO PASS** is assigned and the student must begin a new practicum on a new topic.

Students who receive two **NO PASS** grades will be terminated from the program and are not eligible for readmission.

CALENDAR The calendar year of the Programs for Higher Education is divided into four terms:

Fall Term:	October 1 - December 31
Winter Term:	January 1 - March 31
Spring Term:	April 1 - June 30
Summer Term:	July 1 - September 30

A new cluster may start at the beginning of the fall or winter term.

All seminar work takes place during the first two years of the program. For local clusters one seminar per term is scheduled for seven of the eight terms. The core seminars are scheduled for a minimum of three day-long sessions on Saturdays. The specialization seminars are scheduled in conjunction with the summer institutes. Thus, at the end of the first two years, each student should have completed the seven required seminars.

During the third year of the program, each student, if eligible, works on the major applied research project (MARP). Students no longer meet for seminars, but meet with their MARP advisors, and other Programs for Higher Education staff for counseling and advising. The cluster coordinator helps arrange these meetings.

Students who require more than three years to complete the program come under the jurisdiction of the Office of Continuing Services (OCS). This office assists such students in obtaining needed advice and counseling for completing the program.

Learning Resources

FIELD-BASED CLUSTER LIBRARIES The Programs for Higher Education provide each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar to supplement the required textbooks purchased by students. The cluster coordinator makes provisions for storing these materials and distributing them to students as needed.

In addition, each cluster is provided with an annual operating fund to cover cluster administrative expenses and to obtain additional resources deemed necessary by the cluster. This practice allows substantial local discretion to each cluster in determining and obtaining resources that are most appropriate for local needs.

CAMPUS-BASED LIBRARY Students have access to the Einstein Library, located on the main campus of the University. The library contains a collection of books and periodicals in the disciplines of the behavioral sciences, education, public administration, computer sciences, business administration, public communications, and the humanities. The library also includes individual study carrels, xerox facilities, a media room, microfiche readers, and a microfiche reader printer.

INFORMATION RETRIEVAL SERVICE All students in the Programs for Higher Education have access to the Information Retrieval Service (I.R.S.), a computer-based system. The Information Retrieval Service houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 250,000 documents, and about 1,500 are added monthly. Using widely available printed indexes or computer searches, students can identify needed documents and obtain them from the I.R.S. free of charge. Since it began operation in September of 1976, the I.R.S. has distributed over 45,000 documents on microfiche.

The I.R.S. also has computer access to ERIC and more than 200 other databases, including several social science databases that contain education-related information. The I.R.S. does comprehensive searches of these databases for program students, faculty, and graduates. This service helps users identify journal

articles, books, doctoral dissertations, government publications, and other print and non-print materials needed for practicums and other projects. Altogether, the I.R.S. has access to databases containing more than 100 million records.

GRADUATION REQUIREMENTS To graduate, a student must fulfill the following requirements:

1. Attend and pass seven seminars (3 semester-hours each)
2. Pass five practicums (4 semester-hours each)
3. Successfully complete the MARP Proposal and MARP (21 semester-hours)
4. Attend two summer institutes (no credit given, but attendance is required)
5. Submit an individualized evaluation
6. Pass a General Comprehensive Examination
7. Be current in all tuition and fees

All requirements must be completed within seven years of the date of the beginning of the term of entry.

A maximum of six semester hours of doctoral credit, earned from a regionally accredited institution within the last three years, will be considered toward meeting Programs for Higher Education graduation requirements. No credit for life experience, or other forms of advanced standing will be granted.

NATIONAL LECTURERS Students are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers travel to each cluster to conduct the sessions for each of the required seminars.

CORE SEMINARS

ECD 8003 - CURRICULUM AND PROGRAM PLANNING

BARTON HERRSCHER, University of Houston

AL MIZELL, Nova University

ALBERT PAUTLER, State University of New York at Buffalo

ECD 8007 - GOVERNANCE AND MANAGEMENT

DANIEL AUSTIN, Nova University

WARREN GROFF, North Central Technical College

JOHN SCIGLIANO, Nova University

ECD 8011 - APPLIED EDUCATIONAL RESEARCH AND EVALUATION

GEORGE BARTON, Nova University

GARY RANKIN, Oklahoma City Community College

MARCIA BELCHER, Miami-Dade Community College

ECD 8016 - LEARNING THEORY AND APPLICATIONS

JOHN FLYNN, Nova University

JOHN LOSAK, Miami-Dade Community College

EARL WRIGHT, San Antonio Community College

ECD 8021 - SOCIETAL FACTORS AFFECTING EDUCATION

GUERIN FISCHER, Clearbrook Center

KENNETH VARCOE, Pennsylvania State University

DAVID ZIERATH, University of Wisconsin

SPECIALIZATION IN LEADERSHIP IN ADULT EDUCATION

EAD 8002 - HISTORY, PHILOSOPHY, AND PRACTICES OF ADULT EDUCATION

GEORGE AKER, Florida State University

DALE COOK, Kent State University

MALCOLM KNOWLES, North Carolina State University (Retired)

JUNE MULLINS, University of Pittsburgh

EAD 8006 - THEORY AND METHODS OF ADULT EDUCATION

GEORGE AKER, Florida State University

DALE COOK, Kent State University

MALCOLM KNOWLES, North Carolina State University (Retired)

JUNE MULLINS, University of Pittsburgh

SPECIALIZATION IN HIGHER EDUCATION

EHD 8002 - POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION

J. TERENCE KELLY, Miami-Dade Community College

SEBASTIAN MARTORANA, Pennsylvania State University

LAWRENCE NESPOLI, Maryland State Board of Community Colleges

EHD 8006 - EMERGENCE OF HIGHER EDUCATION IN AMERICA

DONALD BRYANT, Carteret Technical College

FREDERICK KINTZER, University of California at Los Angeles

JAMES WATTENBARGER, University of Florida

SPECIALIZATION IN VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION

ETD 8002 - PERSONNEL - HUMAN RESOURCES DEVELOPMENT

WARREN H. GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

ETD 8006 - EMERGENCE OF VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION IN AMERICA

WARREN H. GROFF, North Central Technical College

GEORGE MEHALLIS, Broward Community College

Programs for Higher Education Faculty

DENNIS T. ADAMS, Ed.D., Coordinator of the Alabama Cluster, is Director of Adult Basic Education at Wallace State Community College in Hanceville, Alabama, and part-time Assistant Professor at the University of Alabama in Birmingham, Alabama.

GEORGE F. AKER, Ph.D., Major Applied Research Project Advisor and National Lecturer in the specialization courses for Leadership in Adult Education, is Professor of Adult Education and Director of Educational Management Systems at Florida State University in Tallahassee.

DANIEL AUSTIN, Ph.D., National Lecturer in Governance and Management, is a Consultant for the Center for the Study of Administration at Nova University in Fort Lauderdale, Florida.

ANITA G. BARRETT, Ph.D., Coordinator of the Dallas Cluster, is Associate Dean of Instruction at Tarrant County Junior College, South Campus in Fort Worth, Texas.

GEORGE M. BARTON, Ed.D., is Director of Instruction for the Programs for Higher Education. He also serves as a Major Applied Research Project Advisor, a National Lecturer in Applied Educational Research and Evaluation and as a Central Staff Committee Member for many major applied research project students.

HAROLD W. BEDER, Ed.D., Major Applied Research Project Advisor and Advisory Panel member, is Associate Professor at the Graduate School of Education and Director of the Center for Adult Development at Rutgers University in New Brunswick, New Jersey.

MARCIA J. BELCHER, Ph.D., National Lecturer in Applied Educational Research and Evaluation, is Research Associate, Senior, at Miami-Dade Community College in Miami, Florida.

EDWARD BERNSTEIN, Ed.D., Local Research Associate for the South Florida Cluster, is Director of Management Information Systems and Assistant Professor in the Department of Mathematics at Miami-Dade Community College in Miami, Florida.

JOHN W. BOUSEMAN, Ph.D., Practicum Evaluator, is Instructor of Philosophy at Ybor City Campus of Hillsborough Community College in Tampa, Florida.

DONALD W. BRYANT, Ed.D., National Lecturer in Emergence of Higher Education in America, is President of Carteret Technical College in Morehead City, North Carolina.

DONALD BUSCHE, Ed.D., Local Research Associate for the Santa Ana Cluster, is Associate Dean of Instruction/Vocational Education at Saddleback College in Mission Viejo, California.

RAUL CARDENAS, Ph.D., Coordinator of the Phoenix Cluster, is Founding President of South Mountain Community College in Phoenix, Arizona.

JOE CLEMENT, Ph.D., Coordinator of the Pittsburgh Cluster, is Professor of Psychology and Education at Community College of Allegheny County in West Mifflin, Pennsylvania.

CHARLES W. COLLINS, Ed. D., Coordinator of Regional Clusters, is a Professor of Geography and Chairman of the Geosciences Department at the University of Wisconsin at Platteville, Wisconsin.

DALE L. COOK, Ed.D., National Lecturer in the specialization courses for Leadership in Adult Education, is Assistant Professor of Educational Administration and Director of the Center for Community Education at Kent State University in Kent, Ohio.

PHYLLIS S. COOPER, Ed.D., Coordinator of the Philadelphia Cluster, is an Assistant Professor at Trenton State College in Trenton, New Jersey.

PHILIP H. DETURK, Ed.D., Major Applied Research Project Advisor, is Director of Nova College, the undergraduate division of Nova University in Fort Lauderdale, Florida.

GUERIN A. FISCHER, Ed.D., Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Executive Director of the Clearbrook Center in Rolling Meadows, Illinois.

JOHN M. FLYNN, Ed.D., National Lecturer in Learning Theory and Applications, is Director of the Behavioral Sciences Center at Nova University, President of the Nova University Clinic, Inc., and Professor of Psychology at Nova University.

JOHN D. FOY, III, Ph.D., Local Research Associate for the West Florida Cluster, is an Assistant Professor of Mathematics at Pensacola Junior College in Pensacola, Florida.

GRADY M. GRIZZLE, Ph.D., Local Research Associate for the Dallas Cluster, is Coordinator of Research at Dallas County Community College District in Dallas, Texas.

WARREN H. GROFF, Ed.D., National Lecturer in Governance and Management and the specialization courses for Vocational, Technical, Occupational Education, is Director of Research and Development at North Central Technical College in Mansfield, Ohio.

BARTON R. HERRSCHER, Ed.D., National Lecturer in Curriculum and Program Planning, is an Associate Professor at the University of Houston in Houston, Texas.

CLETE H. HINTON, Ed.D., Coordinator of the Chicago Cluster, is Professor of Career and Educational Support Services in the School of Business and Social Science at Harper College in Palatine, Illinois.

MARVIN HOLE, Ed.D., Coordinator of the Anchorage, Alaska Cluster, is an Adjunct Professor of Education and Human Resource Development at Alaska Pacific University in Anchorage, Alaska.

J. TERENCE KELLY, Ed.D., National Lecturer in Politics, Law, and Economics of Higher Education, is Vice-President for Education at Miami-Dade Community College in Miami, Florida.

FREDERICK C. KINTZER, Ed.D., Major Applied Research Project Advisor and National Lecturer in Emergence of Higher Education in America, is Professor of Higher Education and Director of the Community College Leadership Program at the University of California in Los Angeles, California.

MALCOLM S. KNOWLES, Ph.D., National Lecturer in History, Philosophy, and Practices of Adult Education and in Theory and Methods of Adult Education, is Professor Emeritus at North Carolina State University in Raleigh, North Carolina.

JAMES E. LORION, Ph.D., Practicum Evaluator, is Admissions Counselor at Cuyahoga Community College in Cleveland, Ohio.

JOHN LOSAK, Ph.D., Practicum Evaluator, Major Applied Research Project Advisor, and National Lecturer in Learning Theory and Applications, is Dean of Institutional Research at Miami-Dade Community College in Miami, Florida.

LEO M. MC GUIRK, Ph.D., Local Research Associate for the Massachusetts Cluster, is Associate Professor at Bridgewater State College in Bridgewater, Massachusetts.

MARGARET S. MARTIN, Ph.D., Local Research Associate for the Greenwood Cluster, is Adjunct Associate Professor of Health Sciences Administration at Medical University of South Carolina in Charleston, South Carolina.

S. V. MARTORANA, Ph.D., Major Applied Research Project Advisor and National Lecturer in Politics, Law, and Economics of Higher Education, is Professor of Higher Education and Research Associate, Center for the Study of Higher Education at the Pennsylvania State University in University Park, Pennsylvania.

JANE E. MATSON, Ed.D., Major Applied Research Project Advisor, is Professor of Education at California State University in Los Angeles, California.

GEORGE MEHALLIS, Ph.D., National Lecturer in the specialization courses for Vocational, Technical, Occupational Education and Cluster Ccoordinator of the South Florida Cluster, is Executive Director for Technical Education at Broward Community College in Fort Lauderdale, Florida.

AL MIZELL, Ed.D., National Lecturer for Curriculum and Program Planning, is Director of the Ed.D. Program in Computer Education at Nova University in Fort Lauderdale, Florida.

ROSS E. MORETON, Ed.D., is the Director of the Programs for Higher Education. He also serves as a Central Staff Committee member for major applied research projects.

JOHN A. MORGAN, Ed.D., Coordinator of the Greenwood Cluster, is Vice-President for Business and Financial Affairs at Piedmont Technical College in Greenwood, South Carolina.

JUNE MULLINS, Ph.D., National Lecturer for History, Philosophy, and Practices of Adult Education, is an Associate Professor in the School of Education, Department of Special Education at the University of Pittsburgh in Pittsburgh, Pennsylvania.

HAROLD NAWY, Ph. D., is Local Research Associate of the Oakland Cluster in Oakland, California.

MARTHA NAWY, Ph.D., Coordinator of the Oakland Cluster, is a Lecturer in the Women's Studies Department of San Francisco State University in San Francisco, California.

RONALD A. NEWELL, Ed.D., Major Applied Research Project Advisor, is Associate in Practicums and National Education Professor in the National Ed.D. Program for Educational Leaders of Nova University.

ALBERT J. PAUTLER, JR., Ed.D., Major Applied Research Project Advisor and National Lecturer in Curriculum and Program Planning, is Professor in the Department of Curriculum Development and Instructional Media and Head of the Vocational/Occupational Education Program at State University of New York in Buffalo, New York.

LINWOOD W. POWELL, Ed.D., Cluster Coordinator for the Fort Bragg Cluster, is Administrative Assistant to the President at Fayetteville Technical Institute in Fayetteville, North Carolina.

GARY E. RANKIN, Ph.D., Practicum Evaluator and National Lecturer in Applied Educational Research and Evaluation, is the Vice-President for Student Development at Oklahoma City Community College in Oklahoma City, Oklahoma.

DONALD C. RIGG, Ed.D., Practicum Evaluator, Broward Community College, South Campus, Hollywood, Florida (Retired).

KENNETH C. ROBERTS, Ph.D., Local Research Associate for the Phoenix Cluster, is Associate Dean of Instruction for Occupational Education at South Mountain Community College in Phoenix, Arizona.

VALDA M. ROBINSON, Ed.D., Coordinator of the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.

JOHN A. SCIGLIANO, Ed.D., National Lecturer in Governance and Management is Director of the Center for Computer-Based Learning at Nova University in Fort Lauderdale, Florida.

KENT SHARPLES, Ed.D., Cluster Coordinator of the Myrtle Beach Cluster, is President of Horry-Georgetown Technical College in Conway, South Carolina.

ROBERT S. SHARPLES, Ed.D., Coordinator of the Massachusetts Cluster, is Associate Director in Administrative Services at Bridgewater State College in Bridgewater, Massachusetts.

JERRY J. STEPIEN, Ed.D., Coordinator of the Fond du Lac Cluster, is Chairperson for the Safety Division at Moraine Park Technical Institute in Fond du Lac, Wisconsin.

KENNETH G. STUART, Ph.D., Local Research Associate for the Hampton/Richmond Cluster, is Operations Research Analyst with the Department of the Army in Fort Monroe, Virginia.

GASPARE B. TAMBURELLO, Ed.D., Coordinator of the West Florida Cluster, is Assistant to the President at Pensacola Junior College in Pensacola, Florida.

ELIZABETH L. VAN DALSEM, Ed.D., Major Applied Research Project Advisor, is Professor of Counseling and Coordinator of the General Counseling Program at San Francisco State University in San Francisco, California.

KENNETH E. VARCOE, Ph.D., Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, is Assistant Vice-President for Student Affairs at Pennsylvania State University in University Park, Pennsylvania.

RENE E. VILLA, Ed.D., Local Research Associate for the Tampa Cluster, is Professor of Psychology at Hillsborough Community College in Tampa, Florida.

JAMES WATTENBARGER, Ed.D., National Lecturer in Emergence of Higher Education in America, is Director of the Institute of Higher Education at the University of Florida in Gainesville, Florida.

LOUIS F. WEISLOGEL, Ed.D., Local Research Associate for the Philadelphia Cluster, is Associate Professor in the Department of Government and Planning at West Chester University in West Chester, Pennsylvania.

JOHN R. WEST, Ed.D., Coordinator of the Santa Ana Cluster and Practicum Evaluator, is Dean of Special Services at Santa Ana College in Santa Ana, California.

FREDERIC W. WIDLAK, Ph.D., Local Research Associate for the Chicago Cluster, is Director of Field Research for the Graduate Program in Management and Development of Human Resources at National College of Education in Lombard, Illinois.

PHILIP L. WOOLF, Ed.D., Coordinator of the Hampton/Richmond Cluster, is Assistant Professor of Biology at John Tyler Community College in Chester, Virginia, and Consultant for Projects in Community Colleges to Tadlock Associates in Washington, D.C. In addition, he is co-owner of Lavery-Woolf Associates, Human Resource Consultants in Richmond, Virginia.

EARL L. WRIGHT, Ph.D., National Lecturer in Learning Theory and Applications, is Vice-President of Student Services at San Antonio College, San Antonio, Texas.

DAVID L. ZIERATH, Ph.D., National Lecturer in Societal Factors Affecting Education, is Chairman, Department of Sociology at the University of Wisconsin in Platteville, Wisconsin.

ADDITIONAL INFORMATION Those who are interested in obtaining additional information on the programs described in this bulletin may do so by contacting the Programs for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314 (305) 475-7380 or the Programs for Higher Education representative in their area.

The following is a list of doctoral clusters that are accepting applications for admission. Each cluster is identified by the cluster name and the name, address, and telephone number of the local representative.

ALABAMA

Dr. Dennis T. Adams
Wallace State Comm. Coll.
Highway 31, Route 6
Hanceville, AL 35077
H) 205/739-1582
B) 205/352-6403 Ext. 208

ALASKA

Dr. Marvin Hole
4101 University Drive
Anchorage, AK 99508
H) 907/563-1982

CHICAGO

Dr. Clete H. Hinton
2238 Prairie Avenue
Glenview, IL 60025
H) 312/724-5717
W) 312/397-3000 Ext. 540

DALLAS

Dr. Anita G. Barrett
8453 Mary's Creek Drive
Fort Worth, TX 76116
H) 817/244-3309 (Evenings
and Weekends Only)

FOND DU LAC

Dr. Jerry J. Stepien
532 East Ninth Street
Fond du Lac, WI 54935
H) 414/922-2823 (Evenings
and Weekends Only)

FORT BRAGG

Dr. Linwood W. Powell
612 Tanglewood
Fayetteville, NC 28301
H) 919/488-1616
B) 919/323-1961 Ext. 212

GREENWOOD

Dr. John A. Morgan, Jr.
Gatewood, A-64, Route 5
Greenwood, SC 29646
H) 803/229-7742
B) 803/223-9442

HAMPTON/RICHMOND

Dr. Philip L. Woolf
3140 Klondike Road
Richmond, VA 23235
H) 804/320-8035

MASSACHUSETTS

Dr. Robert S. Sharples
3 Meadow Street
South Dartmouth, MA 02748
H) 617/993-3129

MYRTLE BEACH

Dr. Kent Sharples
Horry-Georgetown Technical
College
P.O. Box 1966
Conway, SC 29526
H) 803/626-7031
B) 803/347-3186

OAKLAND

Dr. Martha Nawy
1933 Berryman Street
Berkeley, CA 94709
H) 415/525-4004

PHILADELPHIA

Dr. Phyllis S. Cooper
39 Frog Hollow Road
Churchville, PA 18966
H) 215/357-0807
B) 609/771-2522

PHOENIX

Dr. Raul Cardenas
South Mountain Comm. Coll.
7050 South 24th Street
Phoenix, AZ 85040
B) 602/243-6666

PITTSBURGH

Dr. Joe Clement
Community College of
Allegheny County
1750 Clairton Road
West Mifflin, PA 15122
B) 412/469-1100 Ext. 498

REGIONAL CLUSTERS

Dr. Charles Collins
505 Cedar Street
Platteville, WI 53818
H)608/348-5460
W)608/342-1791

SANTA ANA

Dr. John R. West
22345 Blueberry Lane
Lake Forest, CA 92630
H)714/472-8938
B)714/667-3061

SOUTH FLORIDA

Dr. George Mehallis
9661 N.W. 11th Street
Plantation, FL 33322
B)305/761-7483

TAMPA

Dr. Valda M. Robinson
18019 Crooked Lane
Lutz, FL 33549
H) 813/949-4169

WEST FLORIDIA

Dr. Gaspare B. Tamburello
5930 Admiral Doyle Road
Pensacola, FL 32506
H) 904/456-0480

There are also several areas of potential regional cluster formation. These areas include, but are not limited to, the following:

ATLANTA, GEORGIA
CHICAGO, ILLINOIS
MIAMI, FLORIDA
FRANKFURT, GERMANY
HONG KONG
HONOLULU, HAWAII
KANSAS CITY, MISSOURI

LAS VEGAS, NEVADA
LONDON, ENGLAND
LOS ANGELES, CALIFORNIA
SEATTLE, WASHINGTON
ST. LOUIS, MISSOURI

Personnel

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and Development*
JAMES G. GUERDON, *Vice President for Administration
and Finance*
OVID C. LEWIS, *Vice President for Academic Affairs*

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Director

GEORGE M. BARTON, Ed.D.

Director of Instruction

ELIZABETH POLINER, M.Ed.

Director of Information

Retrieval Services

ADA CHRISTIE

Assistant to the Director

BARBARA CROMARTIE

Administrative Assistant

LINDA GREENHILL

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MARGE ROWLAND

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Adult Education

Rutgers University

DR. ADDISON HOBBS

State Director

Vocational Education

Maryland

DR. ABRAHAM S. FISCHLER

President

Nova University

DR. JUNE MULLINS

Associate Professor

Adult & Higher Education

University of Pittsburgh

DR. RICHARD GREENFIELD

Chancellor

St. Louis Community

College District

About Nova University



The new student housing facilities

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit, university chartered by the State of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue, with additional locations in downtown Fort Lauderdale and Coral Springs and at Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, the behavioral sciences, computer sciences, and business and public administration. As an acknowledged leader in field-based postsecondary education, Nova offers programs of study leading to the bachelor's, master's and doctoral degrees in education, in business and public administration, and in the behavioral, social, and computer sciences.

The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are offered by the University.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

Nova University Degree Offerings

DOCTORAL AND PROFESSIONAL DEGREES

- Doctor of Arts (D.A.) in:
 - Information Science
 - Training and Learning Technology
- Doctor of Business Administration (D.B.A.) in:
 - Business Administration
- Doctor of Business Administration--International Management (D.B.A.-I.M.) in:
 - Business Administration--International Management
- Doctor of Education (Ed.D.) in:
 - Computer Education
 - Early and Middle Childhood Higher Education
 - Leadership in Adult Education
 - School Administration
 - Vocational, Technical, Occupational Education
- Juris Doctor (J.D.) in:
 - Law
- Doctor of Philosophy (Ph.D.) in:
 - Child Clinical/Applied Developmental Psychology
 - Clinical Psychology
 - Oceanography
- Doctor of Psychology (Psy.D.) in:
 - Clinical Psychology
- Doctor of Public Administration (D.P.A.) in:
 - Public Administration
- Doctor of Science (D.Sc.) in:
 - Computer Science
 - Human Resource Management
 - International Economics and Finance

SPECIALIST DEGREES

- Educational Specialist (Ed.S.) in:
 - Computer Applications
 - Computer-Based Learning
 - Computer Education
 - Computer Studies
 - Education (23 majors)
 - School Psychology

MASTER'S DEGREES

- Master of Accounting (M.Ac.) in:
 - Accounting
- Executive Master of Business Administration in Banking (M.B.A.--Ex.) in:
 - Business Administration
- Master of Business Administration (M.B.A.) in:
 - Business Administration
- Master of International Business Administration (M.I.B.A.) in:
 - International Business Administration
- Master of Public Administration (M.P.A.) in:
 - Public Administration
- Master of Science (M.S.) in:
 - Child Care Administration
 - Coastal Zone Management
 - Computer Application
 - Computer-Based Learning
 - Computer Science
 - Computer Studies
 - Counseling Psychology
 - Criminal Justice
 - Education (23 majors)
 - Health Education
 - Health Services Administration
 - Human Resource Management
 - Human Services
 - International Economics and Finance
 - Learning Resources
 - Marine Biology
 - Microcomputer Applications in Management
 - School Guidance
 - Speech and Language Pathology

BACHELOR'S DEGREES

- Bachelor of Science (B.S.) in:
 - Accounting
 - Administrative Studies
 - Business Administration
 - Community Psychology
 - Computer Engineering
 - Computer Information Systems
 - Computer Science
 - Computer Systems
 - Elementary Education
 - General Psychology
 - Legal Studies
 - Organizational Psychology
 - Professional Management
 - Secondary Education

The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Any Nova University student has the right to inspect and review his/her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

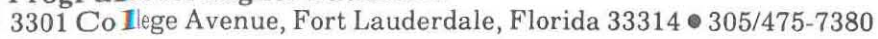
A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, Room 101, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the office of the registrar.



- ☐ Higher Education
- ☐ Leadership in Adult Education
- ☐ Vocational, Technical and Occupational Education

Date of Application _____

Recommendation for Admission to the Programs for Higher Education

Name of Applicant: _____

Institution or Organization: _____

TO THE APPLICANT: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. You must submit three of these recommendation forms as part of the admissions process.

Please complete this portion of the Recommendation Form *before* giving it to your source of reference.

Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment) enacted on December 31, 1974,
I DO ☐ I DO NOT ☐ waive the right to inspect and review this completed recommendation.

_____	_____
Applicant's Name (PRINT)	Signature
_____	_____
Social Security No.	Program
_____	_____
Cluster	Date

TO THE EVALUATOR: Please do not complete this form if the waiver above has not been completed and signed by the applicant.

The individual named above has made application to the Programs for Higher Education. One of the steps in the admissions process requires each applicant to obtain three letters of recommendation from administrators or supervisors denoting that the applicant has performed satisfactorily at work and will be permitted to complete the practical work (i.e., the practicums) required. The items listed below concern the applicant's performance on the job. Your appraisal of the applicant will be used to help determine if the applicant is eligible for the Programs for Higher Education doctoral program. The Programs for Higher Education at Nova University utilize the student's job setting as a laboratory in which each student is required to pursue a practical problem and submit periodic reports. This practicum process can be accomplished effectively only with the knowledge and support of each student's supervisor. Please rate the applicant on the following items:

- | | | | |
|---------------------------|-------------------|---------|----------|
| 1. Attitude toward work | _____ | _____ | _____ |
| | Somewhat negative | Average | Positive |
| 2. Motivation toward work | _____ | _____ | _____ |
| | Low | Average | High |

Recommendation for Admission to the Programs for Higher Education

Name of Applicant: _____

Institution or Organization: _____

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I DO ☐ I DO NOT ☐ waive the right to inspect and review this completed recommendation.

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- | | |
|---------------------------|--|
| 1. Attitude toward work | _____ |
| | Somewhat negative Average Positive |
| 2. Motivation toward work | _____ |
| | Low Average High |

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I DO ☐ I DO NOT ☐ waive the right to inspect and review this completed recommendation.

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Applicant's Name (PRINT)	Signature
_____	_____
Social Security No.	Program
_____	_____
Cluster	Date

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- | | | | |
|---------------------------|-------------------|---------|----------|
| 1. Attitude toward work | Somewhat negative | Average | Positive |
| 2. Motivation toward work | Low | Average | High |



Nova University

CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education

3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

Dr. Ross E. Moreton
Director
Programs for Higher Education
Nova University
3301 College Avenue
Ft. Lauderdale, FL 33314

Dear Dr. Moreton:

Because of the national scope of the program and the uniqueness of the requirements of each state, I understand that acceptance to and satisfactory completion of the doctoral program does not guarantee that I will meet certificate requirements for the state in which I am employed. I further understand that this applies to all three specializations: Higher Education; Vocational, Technical, Occupational Education; and Leadership in Adult Education. However, I do want to be considered for admission.

Sincerely,

Signature of Applicant

Print Name

Date



PROGRAMS FOR HIGHER EDUCATION

3301 College Avenue
Ft. Lauderdale, FL 33314